

Key Competences in the Process of Higher Education Modernization

Tukhtashinov Nurilli Ismoiljon Ugli ¹

Annotation

the article is devoted to the issues of studying the key competencies of students and the directions of their development in the context of the modernization of higher education and a holistic approach to the educational process.

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¹Tashkent state university of law, nurillotuxtasinov@umail.uz

Modernization of vocational education is possible only in the context of a holistic approach to the development of students' competence. The necessary skills and knowledge should become a tool for productive work in various fields of human activity. After all, the knowledge-based educational system goes in parallel with the competence-oriented one.

One of the main criteria for the quality of training a specialist in the context of the growing needs of employers is “competence”, which reflects the possession of a system of knowledge, skills and abilities, as well as social and intellectual orientation in the process of developing personal potential.

Based on the research conducted in the field of the theory of education, there are several directions for the development of personality competence: the technological direction aims to form professional knowledge, skills, functional competencies that correspond to the profile of the profession; the personal direction considers the general educational and humanitarian training of a future specialist, including the development of self-educational, informational and communicative competence. The most optimal can be called a complex direction, where a specialist is considered as an integral personality with all its competencies, ready to mobilize the acquired knowledge, skills, mastered methods of activity in a certain situation.

One can mobilize one's own experience and realize one's potential only by linking the value-semantic sphere of a person, the system of his knowledge and skills with actions.

Zhuk O.L. and Voskresensky V.I. distinguish the following five groups of key competencies of a university graduate: social, professional, communicative, informational and educational competencies [1, p. 46-50].

So, social competencies include several individual abilities and other competencies, namely communication skills, entrepreneurial spirit, general legal and economic literacy, the ability to understand some of the features of society, the ability to take responsibility and lead, leadership qualities, the ability to navigate social roles and interpersonal relationships, desire and ability to communicate with other people. These qualities are considered fundamental in the process of creating a favorable image of a person and establishing long-term partnerships in society.

British scientists refer several definitions to professional competencies: some physical or intellectual qualities; qualification; performance of certain tasks in accordance with the standards in the learning process, etc.

American scientists have slightly limited the scope of the concept of professional competence, combining the main definitions into the abbreviation KSAO: knowledge (knowledge); skills (skills); abilities (abilities); other characteristics (other).

Under the communicative competence, they consider the ability of a person to carry out speech activity by means of the language being studied, depending on the goals and situation of communication, as well as the field of activity. The basis of communicative competence is a set of skills that allow you to participate in speech communication in its productive and receptive forms. The composition of communicative competence includes the following types of competences: linguistic competence, which implies orientation in the language system, possession of the rules for the functioning of language units and the ability to understand and express judgments orally and in writing; speech competence, which reflects knowledge of the ways of forming and formulating thoughts with the help of language, as well as the ability to choose the appropriate linguistic form and method of expression depending on the conditions of

the speech act: the situation, communicative goals and intentions of the speaker. The composition of communicative competence also includes socio-cultural competence - knowledge of the national and cultural characteristics of the social and speech behavior of native speakers: their customs, etiquette, social stereotypes, history and cultures.

Information competence includes the ability to use, reproduce, improve the means and methods of obtaining and reproducing information in any form. Zaitseva O.B. interprets information competence as "a complex individual psychological education based on the integration of theoretical knowledge, practical skills in the field of innovative technologies and a certain set of personal qualities" [3, p. 19]. According to Semenov A.L. information competence is a "new literacy", which includes the ability to independently process information, make extraordinary decisions in unforeseen situations using technical means [4, p. 12]. Trishina S.V. information competence is considered as an "integrative quality of a person", which is the result of the reflection of the processes of selection, assimilation, processing, transformation and generation of information into a special type of subject-specific knowledge that allows developing, adopting, predicting and implementing optimal decisions in various fields of activity" [5, With. 13]. Thus, information competence determines the knowledge and skills of working with information based on new innovative methods and solving tasks through information technology.

The basis of educational competence includes the requirements for educational training, expressed as a set of interrelated semantic orientations, knowledge, skills, abilities and experience of the student in relation to a certain range of objects of reality necessary for the implementation of personally and socially significant productive activities.

Zhuk O.L. considers the key competencies necessary for human life, those on which success in professional activity depends (effective solution of various tasks and performance of socio-professional roles and functions based on the unity of generalized knowledge and skills, universal abilities) [2, With. 45-50].

In turn, Belova A. N. and Sharapov A. O. [6, p. 3] distinguish such types of competence as: general scientific, information and communication, research, instrumental, social and personal and general cultural competence.

General scientific competence is understood as the ability to use basic knowledge in the field of psychology in cognitive and professional activities; improve and develop their intellectual and general cultural level, acquire new knowledge using modern educational and information technologies;

Information and communication competence is determined by the ability and readiness for joint learning activities mediated by computer communications, an asynchronously mediated form of interaction; dialogue communication and management of it by means of network conferences; the targeted nature of the design of one's own thoughts and the development of discussion using Internet resources; creation of a "common decision bank" structured in the virtual space.

Socio-personal and general cultural competence forms the ability to build and implement promising lines of intellectual, cultural, moral, physical and professional self-development and self-improvement; tolerance, development of emotional, motivational, cognitive and activity components of the personality of a psychologist student; ability to work independently and in a team; the ability to critically rethink the accumulated experience.

Research competence demonstrates the development of the main intellectual characteristics of the scientific style of thinking and activity; implementation of intra-scientific and methodological synthesis in the educational process, registration of the results of research work in the form of concepts, laws, theories; establishment of interdisciplinary links, generalization of ideas.

Instrumental competence is understood as the ability to use elementary skills in working with textual material (primary sources, educational literature, etc.) in educational and cognitive activities, i.e. skills in working with information from various sources; organizational skills in educational activities: radial organization and planning of educational work; intellectual and logical abilities.

The content of the components that form a single concept of "educational competence" makes it possible to establish logical connections in the content of the educational material, as well as connections between the components of competencies and the educational modules of the discipline within the framework of the educational program.

There is an opinion that narrowly focused specialists have a more professional approach to work than generalists. However, without related sciences, it is impossible to competently use one's skills in a particular area. The system of higher education at the initial stage implies comprehensive development. There are a number of non-core subjects that are given to students regardless of their chosen specialty. This approach enables the student to get not just a profession, but education in general, expanding the horizons of their knowledge.

Along with this, we should not forget that the educational system of the university gives an effect if the university has created and implemented a system for managing the quality of the educational process, and educational work with future specialists is organized taking into account the structure of the formation of their professional readiness.

Based on the principle of student self-government, educational work should be socially and personally significant for everyone. Any learned skill can be applied in life. The ongoing content-technological interconnection of active educational and extracurricular forms and methods of work ensures the formation of a number of competencies among students that ensure the effective integral formation of a university graduate.

When characterizing the key competencies of M.S. Kagan identifies five main potentials that a person must possess. These are cognitive, moral, creative, communicative and aesthetic potentials that set the direction for the process of personality development [7, p. 220].

An analysis of existing and implemented key competencies will make it possible to determine an individual educational orientation, select acceptable learning technologies, and identify mechanisms for internal and external evaluation.

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